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## **Business School Partnerships for Globalisation**

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## **Business School Partnerships for Globalisation**

### **Abstract:**

International partnerships are an essential tool to enable Business Schools to internationalise their activities. They can lead to improved research, better more internationally relevant teaching, provide staff with an international perspective and help prepare students for careers in global business. Using case studies of four of Durham University Business School's main partnerships, the paper identifies the motivations for forming partnerships, examines some of the practical management issues associated with partnership working in higher education and details the many benefits that can be derived from such arrangements.

**Key words:** globalisation, internationalisation, partnerships, teaching, research

## **Business School Partnerships for Globalisation**

### **Introduction**

Higher Education (HE) has always had an international dimension (Marginson and Rhodes 2002, Garcel-Avila 2005) and scholars have a long history of cross border movements. However, in the last decade of the 20<sup>th</sup> century and the first decade of the 21<sup>st</sup> century the global movement of students, staff, programmes and even institutions reached a new level (Naidoo 2006). The OECD (2012) estimates there were 4.1 million students studying abroad in tertiary education in 2010, compared with 2 million in 2000 (they estimate the number will rise to at least 7 million by 2020) while in the UK the international student population jumped from 231,000 (11% of the total) in 2000 to 369, 000 (15%) in 2009 (HESA 2011).

This growth has occurred in parallel with similar unprecedented growth in the levels of world trade (Friedman 2005, Guest 2011), prompting the suggestion that internationalisation in the HE context should be defined as universities responding to globalisation (Van der Wende 2001, Briguglio 2007, Bennett and Kane 2011); a deliberate process (De Wit 1998, Knight 2003) to enable the universities to more accurately reflect the environment in which they operate.

Done well, university internationalisation will enhance the learning environment for all students; it will give a more international focus to research and through the vehicle of an internationalised curriculum will help graduates to develop a global rather than blinkered domestic focus as they prepare to enter employment in the global economy. Business Schools are in the forefront of the internationalisation of HE. Not only are they responsible for a significant portion of international students, they also compete much more explicitly than many other disciplines in international markets for students, staff and research funding. The prestige and reputation of their MBA programmes and research output has become a significant intangible assets (Bennett and Kane

2011). This paper examines one particular aspect of the internationalisation of HE, the development of international partnerships. We believe partnerships are an essential tool that enables Business Schools to compete more effectively in the international business of HE.

Our approach will be to identify the rationale for developing international partnerships as part of a university or business school internationalisation strategy, and then illustrate some of the benefits and problems that accrue from partnership working based on four short case studies of our partnership experiences at Durham University Business School. Finally, we offer some reflections on our experiences and some suggestions for the future development of international partnerships at Durham and elsewhere.

### **A rationale for forming international partnerships**

Twenty-first century universities operate in an increasingly competitive business environment in which they compete to recruit the best staff, produce the best research and develop strong international reputations (Shattock 2010). Many US, Canadian, UK and Australian universities have embraced this new world of *academic capitalism* (Slaughter and Leslie 1997), funding their growth plans and filling financial gaps left by declining support from their government by recruiting international fee paying students. Governments have likewise realised that by encouraging students to travel to their country to study they can reduce the taxpayers' contribution to the cost of HE and stimulate growth in the economy at the same time (Million Plus 2009).

Approaches taken to HE internationalisation strategy vary significantly between countries and between types of universities within those countries (Warwick and Moogan 2013). In continental Europe, the emphasis has tended to be on developing opportunities for students to have international placements, standardising HE systems and increasingly, teaching in English

(Dobson and Holtta 2001, Tossavainen 2009). Top US universities have concentrated on enhancing their research reputation by using their financial muscle to recruit the best international research faculty and the best students (Durand and Dameron 2008). Many Australian universities have experienced more difficulty in attracting international students willing to travel to Australia and have instead embraced the idea of off-shoring, developing satellite campuses in off-shore locations, typically Malaysia, Singapore, Hong Kong and increasingly mainland China (Pratt and Poole 1999, Crosling et al 2008). UK universities fall somewhere between the US and Australian approaches (and at a tangent to the rest of Europe) with some the more research focussed universities focussing on attracting staff and students to their home campus while others have expanded offshore in a similar way to the Australian model.

Across the sector, the approach and pace at which business schools are adapting to the globalisation of their operating environment varies. For some the singular focus on research reputation remains, while others appear to operate as very commercial orientated international businesses with satellite campuses, franchised programmes in multiple locations and some with distance learning programmes designed to mop-up applicants who cannot attend one of those locations.

However, the internationalisation of HE is not just about remote locations and market entry strategies. If business schools are to equip their students with the skills and knowledge to work with flexibility in international and cross-cultural environments (Green 2003, Crosling et al 2008) they need to develop an internationalised curriculum (Leask 2007). In order to do this business schools and their academic staff will need to develop a global mindset that will enable them to adequately respond to globalisation in their teaching and research (Aggarwal 2011). International partnerships are one of the ways Schools can achieve this aim.

Partnerships can help business schools become more internationally relevant. For some time, an undercurrent of voices has been advocating the need for this international relevance; as early as the late 1980s, Beamish and Calof (1989) conducted a survey of North American international businesses and concluded that business school academics needed to be more in touch with the needs of international business, so that they could improve the international awareness of their students alongside the business curriculum. More recently a similar theme was taken up by Milhauser and Rahschulte (2010). Their research detected a significant gap between what the students learnt on MBA programmes and what global industries require from their staff. In their study of nine large US multinationals, they found that the skills needed for global business careers were changing and that global business skills such as cross-cultural cooperation and communication were more important than ever before. They concluded by suggesting that students applying for MBA and similar programmes should aim for business schools that can offer the most diverse group of students and diversity of experience and knowledge among their teaching staff. Column 2 in table 1 lists the qualities identified by the business leaders in the Milhauser and Rahschulte survey (2010).

**Table 1 - The knowledge and skills needed for global business**

(insert table 1 here)

Despite the apparent need for these international business skills, business schools have been slow to close the gap between what is needed and the reality of what is delivered (Childress 2009, Grant 2013). In 2011, the Association of Advanced Collegiate Schools of Business (AACSB) produced a report on the Globalisation of Management Education, identifying the scale of the gap and the paucity of the internationalisation process in many business schools (Brunner and Iannarelli 2011). The AACSB report identified that although new modules have been developed

and new programmes been created with *international* or *global* in the title; adding a few international case studies does not amount to an internationalised curriculum (Aggarwal and Goodell 2011, Carroll and Ryan 2005). The survey showed that a clear gap exists between website pronouncement and classroom delivery. Put another way ...*there is a tendency to talk the talk but to baulk at the walk* (Grant 2013: 3).

Brunner and Iannarelli (2011) identify an urgent need to improve the quality of many international business programmes, to internationalise business school curricula and to overcome the barriers to globalisation in AACSB business schools. The sort of activities that need to become second nature, include cross-cultural dialogue and group work as part of the programme and to strengthen international exchange visits and partnerships (Crosling et al 2008, Aggarwal and Goodell 2011). The third column in table 1, lists some options for developing the skills needed for global business in business school programmes.

Among many other benefits, we believe that partnerships with other business schools are one of the easier ways to facilitate the student visits and exchanges suggested in table 1. Partnerships can also help business school teaching staff develop the outlook and expertise to deliver internationalised programmes that meet the needs of global business, by helping them gain some international experience and conduct internationally relevant research. Once some momentum has been created behind these contacts, Brunner and Iannarelli (2011) suggest that peer pressure will be an important lever to get an internationalised approach to academic pursuits more widely adopted.

Elsewhere in this special issue, colleagues have addressed the specific issues of internationalising the curriculum and the pedagogic issues that arise from attempting to deliver an internationalised programme to a diverse group of students. Our paper concentrates on the need for and benefits of



working with international partner institutions, with a view to closing the gap referred to above between what is needed and what business schools can deliver.

In the UK, partnerships are seen to be an important vehicle to drive the internationalisation of HE, a way of recruiting international students and staff, improve international profile and reputation, strengthen research and promote international knowledge and understanding (UK Higher Education International Unit 2013). Partnerships have been promoted by government reports (Bone 2008) and in the second of two major Prime Ministerial Initiatives on the internationalisation of HE, (Million Plus 2009). As a result they have become an increasingly important feature of the HE environment in the UK. Our partnership experiences at Durham University Business School form the later part of this paper.

### **Defining, developing and managing international partnerships**

Partnerships between HE institutions take many forms from the one-off visit and signing of a memorandum of understanding (MoU) through to close working on multiple levels and in multiple arenas (Fielden 2007); therefore providing a broad definition is difficult. A mutually rewarding relationship; institutions working towards a common goal or a relationship with the purpose of improving some aspect of HE provision are offered as working definitions by Barnett and Jacobson (2010) and in the absence of anything more precise we have adopted these suggestions as an inclusive definition for this paper.

The sorts of activity covered by partnerships are listed in table 2. These range from student exchanges through to highly developed collaborative research activity. Apart from a tendency to do nothing (once a MoU has been agreed) bi-lateral staff and student exchanges are by far the most prevalent activity (Million Plus 2009, Bruner and Iannarelli 2011).

Partnerships can be driven from governmental level, imposed on institutions for political or developmental reasons. They can be developed at the centre of the organisation for commercial reasons (Heffernan and Poole 2005) or they can result for departmental or individual staff member contacts across international boundaries. University sponsored partnerships are probably the most common arrangement (Barnett and Jacobson 2010) resulting in staff and student exchanges. Staff driven partnerships typically lead to student exchanges, study tours, co-teaching of international programmes and the dissemination of research between institutions (Fielden 2008).

**Table 2 - Type of activity included within HE partnerships**

(insert table 2 here)

The motivation for developing partnerships varies between institutions. Working with international partners allows for the development of new understanding and insights for staff and student alike (Bone 2008). Equipping graduates with a global outlook is an aspiration of many institutions, an aspiration that can be realised through student exchanges with partner institutions. A broader range of perspectives also can lead to better more globally relevant research and teaching. International research collaborations are more likely to result in the award of research funding from international agencies than researchers working without partners (Million Plus 2009).

Important commercial considerations also play a role in some partnership agreements, for example teaching led partnerships allow one partner to secure a supply of international students for undergraduate and taught masters programmes (Fielden 2007). This is the case with dual award teaching partnerships, which are a common way for UK universities to guarantee the

enrolment of an agreed number of international students into the second year and even the third year of undergraduate programmes (Million Plus 2009).

Aside from the real and practical benefits of partnerships, they are often entered into for more symbolic reasons (Fielden 2007). A link with a prestigious international institution provides reflected prestige. The more prestigious the university or business school's reputation, the more choosy it tends to be about agreeing to form a partnership.

In summary, international partnership working can lead to better research, better teaching, secure revenue streams and perhaps most crucially, helps students prepare for careers in global business (Barnet and Jacobson 2010).

Significant barriers to forming partnerships sometimes have to be overcome. Time and resources are needed to locate, check, form and sustain partnerships (Fielden 2008). University rules and procedures can make the process long and complicated. The priorities of managerial staff, research staff and programme leaders often lie elsewhere, so however motivated they are to set up links, nice to do tasks are neglected because must do activities take precedence. Not all staff have the flexibility to travel; they may have caring and family commitments which mean that long periods of time away from home are impossible. Finally, and not to be underestimated, there is the fear of the unknown. Visiting far away locations, with different languages and cultures for some is exciting, but for others is very uncomfortable.

To reduce the element of risk and overcome some of the barriers to entering partnerships, alliances of universities may be appropriate especially for those institutions more interested in research reputation, rather than income from international student enrolments. Rather like airline alliances (Grant 2013) these groupings allow for multi-contextual working without some of the

transaction costs associated in setting up a full-blown bi-lateral partnership. The most prominent HE alliances are The World Universities Network, or Universitas 21 (Barnett and Jacobson 2010).

Despite these real and perceived barriers, 80 per cent of the schools surveyed in the AACSB report had partnership agreements. European schools were the most active, partly because they have multiple partnerships within Europe, which are relatively easier to maintain than the more distant intercontinental partnerships (Bruner and Iannarelli 2011) and also as a result of partial funding for such arrangements via the European Community. In some academic disciplines international partnerships are not uncommon with governmental agencies, NGOs and charitable institutions, for example in environmental science, ecology and other applied sciences where there may be some mutual benefit derived to both parties (Barnes and Phillips 2000).

Effective partnerships require adequate resources and staff capabilities to identify and maintain. If they involve teaching programmes, then both partners need to have an agreed teaching and learning strategy, they must have an agreed and robust quality assurance system (Heffernan and Poole 2005) and they are strongly advised to undertake appropriate staff development work to help teaching and administrative staff prepare for teaching in alien context and to teach and administer students with different prior educational experiences (Luxon and Peelo 2009).

Managerial competence can also be a problem. Academic staff, even in Business Schools, do not usually possess the sort of management skills required to manage complicated international change projects (Howe and Martin 1998). If the partnerships primarily exist to enhance research then standardised procedures need to exist to make sure that research staff that share areas of interest are aware of each other's work and that regular dissemination events occur to demonstrate the benefits of working with international partners (Fielden 2007).

To maintain the partnership, Heffernan and Poole (2005) urge both parties to maintain open, honest and timely communications (face to face when ever possible). This is needed to build trust. They suggest that commitment should not just be in written documents but be visible from the most senior levels in the University or Business School and urges both parties to develop cultural sensitivity and understanding, appreciating their historical differences but developing a new, shared culture (Fielden 2007). Just as international business need to restructure to secure and maintain global success (Kumar and Puranam 2011) then business schools and universities need to ensure they have an organisational culture and structure that is appropriate to the needs of international partnership working.

### **Partnership working at Durham University Business School**

The expansion of the Durham University Business School's (hereafter the School) activities through international partnerships has been crucial to its international development. The School's collaborative programmes have generated opportunities for creating internationally distinctive learning environments and served to further internationalise staff and students communities. In 2012, the roughly 2,200 strong student body was 45 per cent international, with 87 countries represented. The 225 academic and support staff came from 22 countries.

The number of opportunities for students at all levels to spend time abroad as part of their programme has grown steadily over the last few years. This has been enabled by working with more exchange partners, alongside the development of University-wide exchange agreements. The number of the School's students studying abroad has more than doubled over the last three years. In 2012-13, 89 students were studying abroad for all or part of the year.

At undergraduate level the School has introduced *with Study Abroad* routes on all its programmes allowing students to spend a term, or one academic year abroad as part of their degree programme.

An International Study Week was introduced onto the Full-Time and Executive MBA programme in 2008. This is organised in conjunction with international partner organisations. Destinations visited in the last few years include: China, Germany, India, Russia, South Africa and Switzerland.

The taught masters programmes are intensive one year programmes (October to September) and are so it is generally more difficult to incorporate international experiences, although the cohort is 80 per cent international so arguably the students already get a very international experience without leaving Durham. Despite the intensive nature of the programme, a study abroad option has been developed for the MSc Finance cohort, to allow a small number of students to work on an internationally focussed dissertation in the summer months between June and September. The School is steadily growing these opportunities and currently looking for partners who can accommodate taught masters students undertaking research from June – September.

### **Case studies of Durham University Business School's significant partnerships**

#### *1) Executive MBA Programme with the European Business School, Germany*

A partnership with Proxadis (a fully accredited institution for higher education based in Frankfurt-am-Main) established a foothold in the German market for the Durham Executive MBA. However in 2006 a change in strategic direction by Proxadis, back towards its core market of technical and commercial education at the sub-degree and bachelors level meant that they were no longer a viable long-term partner for the MBA programme.

The School still saw a strong market opportunity in Germany for the MBA programme both for the delivery of an English language MBA in Germany and for the exposure in Europe that a presence in that market would allow. At the time the MBA market in Germany was to some extent underdeveloped due primarily to the different and longer HE system. However, the

Bologna Treaty and the intense pressures of globalisation on German industry triggered a steep increase in demand for a high calibre post-graduate programme in management and business at the level of the MBA. Many German universities began offering MBA programmes in the mid 2000s, frequently taught in German, but the taught in English Executive MBA programme remained an attractive proposition for experienced international business managers looking for a part-time programme.

After considering a more pan European approach with a consortium of European HE partners. The School settled for a bi-lateral partnership, which would be easier to manage and reduce concerns about quality assurance associated with multiple partners providing the same academic programme. The European Business School was chosen on the basis of its track record in Executive Education, its reputation and ability to recruit to an executive programme in a market where Durham University and its Business School was less well known.

Subsequently a number of other international (mainly American) universities have entered the German Executive MBA market in partnership with German institutions.

The School signed an agreement with the European Business School in 2007 (renewed in 2010) and the first cohort joined the programme in January 2008.

The delivery of the agreement has worked well in particular the alignment of the programme to MBA programmes taught at Durham. Spinning-off from the original partnership, student exchanges have occurred between Durham based and German based MBA programmes as well as the undergraduate and PhD student exchanges between the Schools.

The partnership with the European Business School in Germany adds a very important international dimension to the School's Executive MBA programme, it has also created the

opportunity for the programme to take advantage of the expertise available at the two institutions and has fostered other international links which are to the benefit of both partners.

## *2) Doctor of Business Administration (DBA) with Fudan University, China*

The School has had a long history of research links with Fudan University both through Fudan's Centre for European Studies and its School of Economics. In 2006 Professor Jikang Zhang, Head of Fudan University's Centre for European Studies visited Durham to further collaboration between the two institutions. A number of reciprocal research visits with Fudan University followed and an agreement was developed to deliver the Durham DBA at Fudan University. This was launched in 2006 and the first cohort started in 2007. This collaboration has allowed academics from the School to regularly teach and research at Fudan University.

In 2010, a joint Finance Research Centre was launched by Durham University's Vice-Chancellor and Fudan's President, to provide the organisational structure to facilitate world-class research for colleagues at both universities and to continue to build upon and expand the partnership. A number of successful conferences and workshops have been held both at Fudan and at Durham.

Over the last 10 years or more, links between Fudan and Durham have developed into a healthy multi-level bi-lateral partnership, giving Durham a crucial foothold in the fast growing HE sector in mainland China. It has also given the opportunity to develop other links across the university. Perhaps the most significant but intangible benefit has been the increased profile of Durham in Shanghai and surrounding area.

## *1) Executive MBA programmes in the Caribbean*

The School's Executive MBA in the Caribbean is based on a partnership with a small independent education and management development organisation. It grew from a partnership



with the accounting consultancy, Ernst and Young. When Ernst and Young pulled out of the executive education market in 2006, the School needed to move quickly to secure a new Caribbean partner to enable the School to continue with the Programme. Carimec a private sector organisation now provides local marketing and logistical support to the programme making good use of the Durham logo and the University and Schools' reputation.

By aligning the teaching with the MBA programmes taught in both Durham and Germany, students in those locations can opt to take electives in Barbados providing further opportunities to both integrate international issues into existing courses and to provide students with international exposure. Numbers of Executive MBA students enrolled in the Caribbean remain small, so the long term viability of the partnership is uncertain. However, the partnership with Ernst and Young and subsequently Carimec has provided the School with access to a market it would not normally have considered and given those involved an attractive teaching and learning environment to work in and very a different perspective on business school life.

#### *4) Distance Learning Programmes in Russia & CIS countries*

Over the last decade the School has had a complicated and somewhat problematic experience of partnership agreements in Russia. In 2002 an agreement to provide distance learning MBA materials, to be translated into Russian was agreed with Sinerghia Institute of Economics and Finance, which was then a section of Plekhanov University, Moscow. Rapid changes to the political and economic environment in Russia created a very difficult financial situation for Russian universities in the early 2000s and as a consequence, Singerhia was privatised and separated from Plekhanov to become an independent for profit HE provider. This changed the dynamics of the relationship with Durham University and the School, the mission of the organisations was drifting apart and compatibility was not so easy to establish. As a result a decision was taken to entirely commercialise the agreement, making the relationship contractual

rather than a partnership of equals and removing collaborative activity, reducing any potential risk and increasing the controls available to the School. Under the new agreement the school licensed some of the core modules of its distance learning materials to Sinerghia for use in Russia and CIS countries.

In the meantime an informal relationship with Plekhanov University had continued and in due course the School decided to issue a licence to Plekhanov's, competing International Business School and not renew the licence with the for-profit Sinerghia Institute of Economics and Finance, feeling that Plekhanov was a more comparable organisation, with a stronger quality assurance controls and a more compatible mission.

#### *Other partner activities*

Apart from the four case studies referred to above, the School has a number of student exchange partnerships, some of which have been in existence for many years. Principally these were set up to support students studying a combined honours undergraduate programme, Economics with French. From 2007 the number of exchange partners has been systematically increased in order to support the development of the School's other undergraduate programmes, which all now include an optional year abroad. Expansion was based initially on providing students with diverse locations for European based Erasmus exchanges with comparable Schools but has been expanding to include more widely dispersed international exchanges. A full list of all the partners including the case study partners is contained in appendix 1.

Several of the partnerships have also been extended in recent years to include opportunities for taught masters students studying for an MSc in Finance to undertake research for their dissertations abroad as well as short tailored study experiences for groups of MBA students and alumni.

Aside from the HE partners, the School has recently been developing partnerships with commercial companies in Sri Lanka, enabling MBA students to carry out fieldwork in Sri Lanka as part of an international enterprise module.

## **Discussion**

All of the School's various partnership's have unique characteristics some, like the Fudan link are complex and operate on multiple levels, other like some of the European student exchange agreements lie dormant from one year to the next, until a student from either party applies to take advantage of the exchange scheme. The school considers another HE institution to be a partner when there is a formal agreement to collaborate on teaching, research or student and staff exchange. As can be seen from the Caribbean MBA partnership, not all partners have to be equivalent size business schools. Countless other individual level international links that academics have for research purposes, writing joint papers, arranging international conferences etc. are not counted or classed as school partnerships and are not subject to the sort of rigorous checks that full-blown School partner would attract.

When identifying and securing School level partners, the first check is to ensure that the mission and educational objectives of the partner are compatible and consistent with those of the School and University. Any divergence in mission, for example in the case of the newly privatised Sinerghia Institute of Economics and Finance can cause tensions. In addition, the proposed partner must be of an appropriate academic standing in relation to its designated role in the partnership and free from any real or perceived conflict of interest (for example competing for the same student enrolments or research grants).

Softer issues are also considered, such as the reputation of the partner institution, its standing in national and international league tables and evidence of external accreditations. Also, its reputation for institutional management and quality assurance, any relevant business interests, associations with other universities, political involvement and religious affiliations are all also considered. Finally, what does the partnership add that the school cannot do without nor do itself; what added value can be derived from the partnership? Once these basic questions can be answered in the affirmative, legal and due diligence checks are undertaken for partnerships offering anything more than the basic student exchange arrangements.

The partnerships identified above and listed in appendix 1, play an essential role in the activities of the School. The movement of staff to and from partner organisations and student exchanges have undoubtedly helped instil an international feel to the School and have encouraged students and staff to broaden their perspectives. We would like to think, that the experience and knowledge gained makes our teaching and research more relevant to the globalised world in which we operate.

Partnerships are key to the School's internationalisation strategy and continue to be driven mainly at a School level, although the University has provided valuable support and assistance as the partnerships have developed. Much of the continuing success of the partnerships is based on the hard work and commitment of the School's management team. In addition to the academic staff undertaking flying faculty commitments in China, Europe, and the Caribbean, many weeks of the year are spent by the Dean the Deputy Deans, and the International Office team, visiting, meeting and working with representatives of the international partners. This investment of time and resources does however bring with it many benefits that we summarise below:

## **Benefits of partnership working**

The School derives a range of benefits from the existing partnerships and is seeking to broaden partnership working in order to continue internationalising its offering. In particular, we believe the benefits to be:

### *1) Profile raising*

Partnerships raise the international profile and reputation of the School. Durham is not a big city university and is not widely known outside of the UK. As a result, this is particularly key issue for us, especially when developing markets for postgraduate education. The partnerships can help from initial marketing, public relations and press coverage through word of mouth and recommendations, through to an alumni presence which is active and growing. This has been particularly invaluable in China, where the links with Fudan have meant that the Durham brand is now more widely recognised. The significant number of exchange partnerships with top European Business Schools and Universities, also increase brand awareness.

### *2) Entry into new markets*

Collaborative programme partnerships have enabled the School to enter new markets which would have been difficult without a local presence, for example the Caribbean MBA and Russian distance learning MBA and Chinese DBA, have all been enabled by the existence of local partners.

### *3) Research*

Although not Durham's initial driver our partnerships have facilitated the development of research links and opportunities for academics and research groups and centres. Research is becoming a much more important reason for UK research led universities joining one or other of the major international alliances.

#### *4) Student experience and employability*

We strongly believe that student exchanges and study abroad opportunities enrich the student experience, offering an internationally relevant curriculum and better preparing students for working in a global environment, adding to their prospects of securing a graduate level job. It would be fair to say that we are yet to convince many of our domestic students of the advantages that these exchanges and study tours. However, the partnerships will give us an opportunity to offer and grow these activities once more of our home students realise the importance of such opportunities.

#### *5) Accreditations*

The existence of thriving international partnerships is essential to some of the accreditations the School holds. The accreditations attract potential partner organisations, staff and students, creating a form of virtuous circle.

#### *6) Capabilities*

Over the last decade the School had built valuable capabilities in the development and management of international collaborative ventures as well as increased academics exposure to differing teaching environments and team teaching with other institutions. The long term relationship with Fudan, the turbulence caused by fast changing political and economic environment in Russia, the links with various and changing private sector organisations were sometimes frustrating but have combined to provide significant experience and expertise which will be invaluable in the future. The skills, knowledge and expertise gained will be essential to the School's continuing growth and success and will help us develop new and deeper partnerships in the future.

## Conclusions

It has not always been a smooth ride, but over the last decade the Durham University Business School has built a significant number of strong international partnerships. We derive from these partnerships significant benefits; at institutional level, international exposure and reputation enhancement and at an individual level our staff and students are able to develop valuable skills and knowledge and we hope a global mindset.

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## Durham University Business School Partners, Spring 2013.

Organisation Name	Activities					
	School student exchange	University student exchange	MBA study experience	Teaching and professional exchange	Research Collaboration	Programme collaboration
University of Melbourne		X				
University of Western Australia, Australia		X				
CariMEC, Barbados						X
University of British Columbia, Canada		X				
Queen's University, Canada		X				
McMaster University, Canada		X				
Calgary University, Canada		X				
CUFE, China	X		X	X	X	
Fudan University, China			X	X	X	X
Sun Yat Sen University, China	X		X			
EDHEC, France	X					
Euromed, France	X					
Grenoble Business School, France	X					
Université de la Méditerranée, France	X					
University of Cologne, Germany	X					
European Business School, Germany	X		X	X	X	X
University of Mannheim, Germany	X					
University of Mainz, Germany	X					
WHU - Otto Beisheim, Germany	X					
Tech. Educ. Inst. of Patras, Greece				X		
Hong Kong University, Hong Kong		X				
University of Bologna, Italy	X			X		
University of Pisa, Italy	X					
University of Trento, Italy	X					
University of Udine, Italy	X					
Tokyo University, Japan	X					
Korea University Business School, Korea	X					
Radboud University, Netherlands	X					
University of Otago, New Zealand		X				
BI Norwegian School of Management, Norway	X					
International Business School, Russia			X			
Integral Business School, Plekhanov, Russia				X		
King Abdulaziz University, Saudi Arabia				X		
National University of Singapore, Singapore		X				
University of Stellenbosch, South Africa			X		X	
University of Lund, Sweden	X					
Koç University, Turkey	X				X	
Boston College, USA		X				

**Table 1 - The knowledge and skills needed for global business**

	Qualities needed by global business	How to provide these skills
Knowledge	Cross-cultural management Global awareness Organisational dynamics Knowledge management Emotional intelligence Business ethics	Case studies Internationalised curriculum Case studies Case studies Practical workshops and case studies Internationalised curriculum and cases
Skills	Computer and IT skills Communication skills Team working Cultural awareness Intercultural communication Leadership competency Language ability	Practical workshops Practical exercises, international visits Cross cultural team work exercises Exchange visits and partnerships Group work and visits Exchange visits, group exercises Elective modules and visits

**Table 2 - Type of activity included within HE partnerships**

Student exchanges Virtual teaching collaborations Joint degree programmes Managerial links for benchmarking and staff development purposes	Staff exchanges Exchange of reports and publications Resource sharing Collaborative research projects Joint publications
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